DOCUMENT RESUME

ED 045 565 SP 004 449

TITLE	Negotiating Professional Standards.
INSTITUTION	California Teachers Association, Burlingame.
PUB DATE	Apr 70
NOTE	18p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.00
DESCRIPTORS	*Collective Negotiation, Inservice Teacher Education, Paraprofessional School Personnel, *Standards, Student Teaching, Teacher Employment, Teacher Placement, *Teachers, Teacher Selection, *Teaching

ABSTRACT

This booklet suggests topics to be included in negotiating professional standards in teacher contracts. The first section offers a list of suggested negotiable topics, and the second section lists individual sample negotiations items worded in more specific language which might be suitable for inclusion in a contract proposal. The topics covered are student teaching and internship, inservice teacher education, licensure, teacher selection and employment, assignment practices, and aides. (RT)

PROFESSIONAL

CALIFORNIA TEACHERS ASSOCIATION

STANDARDS

ED 045565

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Negotiating

Professional

Standards

SUGGESTIONS FOR CHAPTERS

SP004449

Foreword

This publication was prepared with the assistance of Dr. George Gumeson, Chairman, Teacher Education Committee, at the request of CTA State staff members directly responsible for assisting chapters with negotiations processes. It also grew out of the Teacher Education Committee's interest in providing direct assistance to chapters which desire to include in their negotiations packages items on the professional standards side of the ledger.

The first section of this publication offers a list of suggested negotiable topics which the committee believes should be of concern to chapter TEPS Committees and to CTA chapters. The majority of these suggestions rest in CTA policy, developed by the Teacher Education Committee or the Teacher Education Commission and adopted by the Council.

Chapter TEPS Committees will undoubtedly discover that the topics are controversial and provocative. Any specific proposals will, of course, need careful study by the chapter membership resulting in their full support, if they are to escape the inevitable attrition apparently inherent in the collective bargaining process.

Individual sample negotiations items are listed in the second section of this publication. These are worded in more specific language which might be suitable for inclusion in a contract proposal. Again, study and modification should result in full support if they are to survive in final documents.

Once an agreement is ratified and signed, the onerous task of implementation begins. Unlike salary schedule provisions which lend themselves to ready verification, items on the professional standards side of the ledger may be difficult to verify in practice. Success in utilizing collective bargaining as a professional standards process, as contrasted with a welfare/security insuring process, depends upon vigilance and integrity because results in this arena are not always highly visible, nor verifiable, nor do they lend themselves to easy adjudication.

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Negotiating Professional Standards

Introduction

Since June 12, 1875, the California Teachers Association has been committed to improving the standards of preparation and performance of those who serve in the public schools of California. Recently Dr. Arthur F. Corey reiterated this position in his statement that:

> "The development and maintenance of adequate standards in the various identifiable aspects of teacher service is the means whereby progress can most rapidly be made toward the establishment of teaching as a stabilized preeminent profession." [1]

Promoting improved standards in teacher preparation, recruitment, assignment, licensure, professional competence, ethics, and accreditation have been major concerns of the California Teachers Association. Promoting improved standards in salaries, working conditions, and professional rights of the practitioner has been undertaken not only by the State Association, but also by the Sections, as well as each individual chapter and its negotiating council. The failure of chapters and their negotiating councils to become actively involved in the promotion of professional standards has not been due to a lack of commitment, but rather to the complexity and the magnitude of the problem confronting them.

In general, agreement is easily accomplished when chapters establish goals relating to salaries and working conditions. A far more difficult task is to define and establish those minimum standards of preparation and practice which we will accept for ourselves and for those who serve within our profession.

Many CTA chapters are beginning to recognize the merit of developing a negotiations package which includes items per-

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[1] Corey, Arthur Fisher, "Editorial," *CTA Journal*, November 1954.

taining to professional standards. The old complaint from school boards, that teachers are concerned only with material considerations, pales when the negotiating package also includes concerns in professional standards, curriculum, instructional improvements, youth rights and responsibilities, and human relations.

Chapter TEPS (Teacher Education and Professional Standards) Committees play an essential role in developing professional standards policies and programs. The members of the TEPS Committee, working in consultation with colleagues, should develop a series of significant professional standards policy statements which would enhance the prestige of those employed in the district, thereby improving the quality of the educational program.

The task of improving standards within the education profession is not easy, but it is absolutely essential that all of us become activists in this arena. For as Arthur Corey stated:

> "In tomorrow's world we must be satisfied with nothing less than public acceptance of teaching as the preeminent profession. This means a society in which those who can, will teach, and those who cannot teach will be our doctors, lawyers, and businessmen." [2]

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[2] Corey, Arthur Fisher, "Editorial," *CTA Journal*, December 1953.

SUGGESTED TEPS NEGOTIATIONS TOPICS

Teacher Education

Student Teaching and Internship

1. Negotiate procedures for selecting and assigning student teachers and/or interns.
2. Negotiate cooperative agreements between colleges or universities and local districts outlining responsibilities for supervising student teachers and/or interns.
3. Negotiate remuneration schedule for teachers supervising student teachers and/or interns
4. Negotiate a contract which outlines the rights and responsibilities of student teachers, interns, district supervising teachers, principals, college or university supervisors, and the cooperating school district and college or university.
5. Negotiate policies for selecting supervising teachers.
6. Negotiate a district support program which defines the facilities and materials which will be made available to assist student teachers and/or interns.

Continuing Teacher Education

1. Negotiate district board policy which recognizes that the teacher is a professional educator and is therefore responsible for determining his own special continuing educational needs.
   a. Eliminate antiquated point systems.
   b. Discontinue practice of tying professional growth activities to the district salary schedule.
   c. Encourage flexibility in determining continuing education activities accepted for salary schedule credit. Seek incorporation and recognition of:
      1) Academic credit (lower division, upper division, and graduate course work)
      2) Travel

3) Writing and research
4) Community activities
5) Conferences and professional meetings
6) Professional association activities
7) Course work, curriculum development, development of teaching aids, improvement in instruction
8) Programs of self-appraisal and evaluation
9) Others

2. Negotiate programs of continuing education for all certificated employees (administrators, teachers, counselors, others).
3. Negotiate cooperative university or college and district continuing education committees.
4. Negotiate policy outlining the responsibilities of continuing education screening committees.
5. Negotiate district continuing education "sanctions" committees.
6. Negotiate policy defining district financial support (fixed percentage of budget) for continuing education programs.
7. Negotiate policy for transferring professional growth credits among districts.
8. Negotiate a program of released time, leaves of absence or sabbatical leaves, for continuing education activities.
9. Negotiate district support and operation of a faculty professional library and research center.
10. Negotiate coordinated university and district programs designed to inform teachers of improved techniques of instruction.

Licensure

1. Negotiate standards for employment above state minimum credential requirements.

2. Negotiate policy requiring that the qualifications of any applicant holding less than a regular credential be evaluated by a faculty screening committee.
3. Negotiate policy which prohibits the district from employing applicants who hold substandard credentials.

Accreditation

Negotiate district policy which binds the district to look first among graduates of NCATE accredited institutions when employing beginning teachers.

Teacher Selection and Employment

1. Negotiate the establishment of faculty "screening committees" to examine the qualifications of prospective employees.
2. Negotiate programs that will improve the induction process in teaching, recognizing that the new teacher is not a finished product and that gradual induction into full service is desirable.
3. Negotiate policy providing for an ethnic balance in employing new faculty.

Assignment Practices

Regular Faculty

1. Negotiate teacher assignment policies which will safeguard the educational welfare of students. (CTA-adopted assignment policy provides detailed items.)
2. Negotiate a statement outlining the role and responsibilities of administrators, teachers, and the professional association in guaranteeing high standards in assignment practices.
3. Negotiate procedures for processing cases of disputed assignment.

Substitute and Part-time Teachers

1. Assist substitute teachers in negotiating standards for their employment.
2. Assist substitute and part-time teachers in negotiating policy outlining the rights and responsibilities of substitute and part-time teachers.

Improvement of Teacher Competence

1. Conceptualize more appropriate and modern roles for teaching and administrative staff.
2. Negotiate district financial support for programs of teacher self-appraisal.

Aides [3]

(Clerical aides, instructional aides
recreational aides, media aides, and others)

1. Negotiate standards of employment for instructional aides.
2. Negotiate a policy statement outlining assignment practices for instructional aides.
3. Negotiate policies defining the responsibilities and the authority of the teacher who is assigned an aide.
4. Assist aides in negotiating job descriptions.
5. Assist aides in negotiating their personnel policies.
6. Negotiate a policy statement which defines parameters of responsibility for the professional educator and the aide.

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[3] Aides are by statute assigned to the classified service. In considering these proposals for negotiation, attention should be given to appropriate cooperation with the organization representing classified employees.

7. Negotiate staff orientation programs on how to utilize aides most effectively.
8. Negotiate district supported "action research programs" on aides.
9. Negotiate policies which involve the teaching faculty in the evaluation of aides.

SAMPLE NEGOTIATION ITEMS

Teacher Education

Student Teaching and Internship

1. Procedures and standards for selection of clinic teachers (supervising teachers) who are to be eligible to work with student teachers shall be developed by a faculty committee and presented to the administration and board for ratification after which such standards and policies shall be board policy. This committee shall be representative of those teachers who have worked with student teachers, of other teachers, of site administrators, and of other district administrators.

2. Clinic teachers shall receive recognition for the teacher-education responsibility undertaken in working with student teachers. This recognition shall include, but need not be limited to, a differential in salary at least equal to that of the vice-principal, or dollar equivalent released time, to discharge adequately this responsibility.

3. It is the policy of the board to provide interns and beginning teachers with carefully selected teaching assignments. These shall be selected on the basis of optimum opportunity for success and productive induction into the profession.

Continuing Education

1. The board recognizes that the teacher is a professional educator and as such is expected to grow professionally through individual, professional association, and community activities.

2. The board shall appoint, from among nominees submitted by teacher organizations on the same basis as representation on the negotiating council, plus a representative of the district central office, a Continuing Education Screening Committee. The responsibilities of this committee shall include but need not be limited to:

a. Reviewing and making recommendations to the board regarding continuing (inservice) education programs and projects sponsored by the district.

b. Reviewing and making recommendations to the board regarding extension or other college-controlled courses being offered in the district.

c. Reviewing and making recommendations to the Salary Committee regarding the value and appropriate relationship of continuing education courses, programs, and projects to the district salary schedule.

d. Reviewing specific college extension course offerings being utilized by teachers for salary or hurdle credit and making reports as to their estimated usefulness in contributing to the professional growth of teachers in the district.

The recommendations of the Continuing Education Screening Committee shall be received by the board or its designated representatives and be considered in good faith. Disposition of each recommendation shall be reported to the committee within a reasonable interval of time.

3. It is the policy of the board to designate a specific percentage of the school district operating budget for the purposes of furthering the continuing education of certificated personnel, including the superintendent. Decisions as to the disposition of these funds shall be made in consultation with the Continuing Education Screening Committee.

4. The applicant shall submit evidence that the proposed professional growth activity shall be designed to enlarge the applicant's understanding of teaching to gain additional skills and knowledge in a subject-field appropriate to his teaching assignment, to improve facility in teaching techniques, to broaden experience in special fields, or to do research.

5. Any permanent, certificated employee of the school district who has rendered at least seven consecutive years of

service to the district shall be eligible to apply for sabbatical leave for a period of one year at full salary.

6. Applicants for sabbatical leave shall file a request with the district office not later than January 1st for the first semester and not later than June 1st for the second semester on the forms provided for this purpose.
7. Leaves of absence for the purpose of studying, or visiting other schools, or attending to other assigned school business without loss of pay shall be granted by the district.
8. Approved travel. Applicants for sabbatical leave under this provision shall submit a brief statement of the proposed itinerary. Said itinerary must be so planned as to evidence specific ways in which the trip will contribute to the improvement of the applicant's services with respect to the particular educational field in which he is engaged.
   a. A detailed report shall be submitted on completion of the trip attesting to the satisfactory fulfillment of this requirement.
   b. A combination of travel and study will be allowed.
9. If it is necessary, and if appropriate arrangements can be made, a sabbatical leave may be taken in two separate six-month periods or separate quarters provided that the leave is commenced and completed within a three-year period.
10. The employee must file with the board of education a suitable bond indemnifying the school district for any salary paid the employee during the period of sabbatical leave in the event said employee fails to return and to render two full years of service in this district following the termination of the sabbatical leave, or in the event said employee fails to carry out the program of study or the itinerary of the trip approved by the superintendent and the board of education.
11. Failure of an employee to return and render service or to complete the scheduled program of study or travel shall

not result in a forfeiture of the bond when such failure is due to death, or certification by a physician that failure was due to physical or mental disability.

12. While on sabbatical leave, the salary paid the teacher shall be the amount paid for the position and classification occupied by the teacher had he not taken leave. The salary shall be paid in the same manner and at the same time that said employee would normally be paid were he teaching in the district.

13. At the expiration of the leave of absence, the employee shall, unless he otherwise agrees, be reinstated in the position held by him at the time of the granting of the sabbatical leave, or in a position within the scope of his certification.

14. An employee returning from sabbatical leave will progress on the salary schedule the same as if he had remained in active service.

15. The number of employees on sabbatical leave during any one semester shall not exceed____per cent of certificated staff. Should more than this number apply for leave for the same semester, the granting of such leave shall be governed by:

    a. Relative merits of reasons for requesting leave

    b. Reasonable distribution of applicants by teaching levels

    c. Priority of application

    d. Recency and number of applicants' previous leaves

    e. Seniority

16. In all matters not herein mentioned, the *Education Code* shall govern sabbatical leave. Any amendments to the Code affecting such leave shall become a part of these rules and regulations.

Licensure

1. An annual report shall be made to the board, but shall be a public report, detailing the ranges in age, experience,

training, and kinds of credentials held by all newly appointed certificated personnel.

2. It is the policy of the board to maintain standards of employment which preclude bringing persons onto the certificated staff with substandard certification qualifications.
3. It is the policy of the board to maintain standards for employment of certificated personnel which reflect higher standards than the minimum certification requirements set by state laws and regulations.
4. Prior to assuming their duties, all certificated employees shall file a valid credential with the county superintendent of schools.
5. It is the responsibility of every certificated employee to maintain on file a valid credential. Notification of the expiration date of credentials will be given to teachers by the district office, but it remains the teacher's responsibility to be assured that his credential is current and valid.

Accreditation

It is the policy of the board to seek appointees to the certificated staff first among graduates of institutions accredited by the National Council for Accreditation of Teacher Education throughout the United States. When these institutions have been canvassed and applicants interviewed, graduates of non-NCATE accredited institutions may be sought for the remainder of the positions to be filled.

Teacher Selection and Appointment

1. It is the policy of the board, in seeking candidates for vacant positions, to maintain among new appointees a balance in terms of age, training, and experience. Highly qualified candidates of proven experience shall not be passed over because of their higher placement on the

salary schedule, with due regard for maintaining the above-mentioned balance.

2. The board shall appoint, from among nominees submitted for this purpose by teacher organizations on the same basis as representation on the Negotiating Council, an Appointments Review Committee. This committee shall review the qualifications of certificated personnel proposed for employment who do not meet the state minimum standards for regular certification. Regular certification, for these purposes, is considered to exclude provisional or other emergency certification. The recommendations of this committee shall be received by the board, or its designated representative, and shall be considered in good faith. Disposition of each recommendation shall be reported to the committee within a reasonable period of time.

3. Terms of employment shall be clearly defined and made available to applicants as part of employment conditions.

Assignment

1. It is the policy of the board to provide interns and beginning teachers with carefully selected teaching assignments. These shall be selected on the basis of optimum opportunity for success and productive induction into the profession. Practices in making assignments for these teachers shall include, but need not be limited to:

   a. Reduced class size

   b. Limited number of preparations

   c. No assignments outside teaching field(s)

   d. Allocation of a "home base" (an office or a classroom and a desk) to avoid having no place to plan and prepare for teaching

   e. Specific provisions for assistance through allocation of prime time for this purpose to senior teachers, administrators, or clinic teachers

   f. Limited extra curricular responsibilities

2. It is the policy of the board that no teacher shall be assigned, without his consent freely given, outside his areas of qualification, as determined by his credentials. Disputes over assignment shall be referred without prejudice to the Professional Relations Committee, the Appointments Review Committee, or other appropriate group, for adjudication. Appeal from the body to which referral was made and/or from district administrative decision to CTA Section Ethics Commission or State Personnel Standards Commission of the California Teachers Association shall be available.

Improvement of Teaching Competence

1. The district shall provide a financial and staff program for self-appraisal. This should include:
   a. Training in agreed upon self-appraisal systems
   b. Equipment (videotape, audio tape, or other) required to use the self-appraisal system
   c. Incorporation of self-appraisal into the continuing education program of the district
2. The district shall not make use of self-appraisal processes as a means of evaluating the performance of any staff member for the purpose of making decisions about retention, promotion, or dismissal.

Aides

1. Aides shall not be utilized to increase the ratio of students to classroom teachers. (Education Code 13599.2)
2. No grouping of students shall be construed as a class for apportionment purposes. (Education Code 13599.7)
3. Instructional decision making shall be limited to certificated personnel.
4. Certificated personnel to whom aides are assigned shall be participants in the evaluation of the services of aides.

5. It is the policy of the district to support appropriate orientation and continuing education programs for teachers and the aides under their direction.
6. It is the policy of the district to establish and maintain research programs to ascertain the results accruing from the utilization of aides.

California Teachers Association
Teacher Education Department
April 1970